



The Advancement Pipeline

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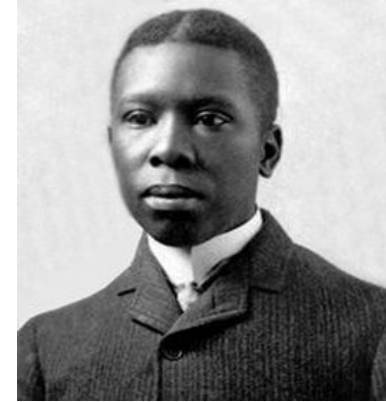
Hypothesis

When we employ **good teaching practices** and access to **appropriate support** with repeated practice, 80% of students can engage in **rigorous instruction** and perform as **effective learners**.





Proportional Representation



Goal: To Identify
Scholars

Agenda

- **Building Capacity**
- **Thinking Strategies**

**Beware: The Stereotype
Threat**

- Allowing the past to define the future by
- Unintentionally passing down group limitations across generations

-James Anderson of Un. of Illinois

STOP



Greet your Neighbor

What do you want from this workshop on accommodating under-represented populations?





Target Demographics

Origin of a Diverse Composition

Ghana, Nigeria, S. Africa 13%

Ethiopia, Saudi, Pakistani 7%

Vietnam and Hawaii 4%

Colombia, Nicaragua , El Salvador 42%

US Military 26%

Non Immigrant 18%

Mobility 17.64% and Poverty 72%

The Common Pathways

- Academy schools in Engineering, Cyber Security; medical and hospitality high school experience or
- 40% of these minority students attend 2 year post-secondary schools

How might the characteristics of these communities impact advanced academic programs?

STOP and THINK

- T- True
- H- Helpful
- I- Idea
- N- Necessary
- K- Knowledge



Pair share

What is one instructional challenge a support system might face accommodating under-represented populations?



The Capacity

to maximize the learning experience for all students?



Need	Management Structures	'Grit Conversations'
Individual & Group Capacity	<ul style="list-style-type: none">• Breaking the Ice• Listening• Honoring silence	<pre>graph TD; Norming((Norming)) --> Forming((Forming)); Forming --> Storming((Storming)); Storming --> Performing((Performing)); Performing --> Norming</pre>

The Capacity



to maximize the learning experience for all students?

Need	Management Structures	'Grit Conversations'
Define the instructional goals	<ul style="list-style-type: none">• Clarify the standards• Identify the agenda• Prioritize the outcomes• Work collaboratively• Correct disorganization, negative, weak and mismatched skills.	State the problem <ul style="list-style-type: none">• “ It seems that ____ is occurring, that is a problem right now because_____.”• In order to complete_____, what we must do right now is_____.• Let us quickly revisit the norms, then let us agree to

The Capacity

to maximize the learning experience for all students?



Need	Management Structures	“Courageous Conversations”
<p>Deal with request or complaints-</p> <ul style="list-style-type: none"> • Build relationships, • Teach self <p>Discipline</p>	<p>Determine if it is an individual instructional problem or a group problem?</p> <p>Keep it moving</p> <ul style="list-style-type: none"> • Correct dysfunction • Reconcile Conflict • Peer mentoring • Service Learning 	<ul style="list-style-type: none"> • Acknowledge diverse perspectives <i>(i.e. devils advocate, joker, dominator, sniper, hinderer, recognition seeker, busy body)</i> • Support <i>the inquirer, decision maker, mediator, social interest advocate, blocker, passive recipient</i>

STOP and THINK

- T
- H
- I
- N
- K

State one reason that proportional representation of minority students is a human right that impacts a nations peace and security.

Pair share



Proportional Representation

Access to Scholarly Thinking



Analyze our beliefs:

1. Nice to do
2. A good idea
3. Necessary



**How do we advocate
when individuals need**

- wait time,
- think time,
- personal space,
- clarification,
- group identity support ?

Benjamin Banneker: 'Puzzle of Proportionality'



1. What relationships exist between the addition, subtraction, multi[plication and division?

2. What patterns must the student notice?

"Divide **60** into four parts, that

- the first increased by 4,
- the second decreased by 4,
- the third multiplied by 4,
- the fourth part divided by 4,

that the sum, the difference, the product, and the quotient shall be one and the same number."

Banneker's answer was:

"First part **5.6** increased by 4
= 9.6

Second part **13.6** decreased by 4
= 9.6

Third part **2.4** multiplied by 4
= 9.6

Fourth part 38.4 divided by 4
= 9.6."

In other words, $5.6 + 13.6 + 2.4 + 38.4 = 60$.



Reflection Documents



Declaration of Independence

“We hold these truths to be self-evident,

that all men are created equal;

that they are endowed by their Creator with certain unalienable rights,

and that among these are, life, liberty, and the pursuit of happiness.”

Banneker’s Social Justice Letter

“... if your love for yourselves, and for those inestimable laws, which preserved to you the rights of human nature, was founded on sincerity, you could not but be solicitous, that every individual,

of whatever rank or distinction, might with you equally enjoy the blessings thereof;

neither could you rest satisfied short of the most active effusion of your exertions, in order to their promotion...”



The Power Balance and Social Justice



- The College Boards show that students who take **advanced MATH AND SCIENCE ARE MORE** successful, regardless of the AP score.
- 300,000 students don't take advance math and science even though their PSAT scores indicate **ability**.

- Educate each student about their own **human value** and equal worth among other individuals and other groups
- Individuals and groups **Transform Reality** through discussion, dialogue, arbitration, meditation and conflict resolution



Pathways

How do we increase participation to reflect proportional representation?

Identification	Advocacy-	Access
<p>Early and on-going identification</p> <p>Kindergarten readiness</p> <p>Multiple Data sources</p> <p>Norm referenced test</p> <p>3rd grade math and literacy test</p>	<p>Self advocacy and Individual growth goal Independent small group study</p> <p>-Mentor programs (EIIP, CEPP, MVP, WVP)</p> <p>- Afterschool Enrichment in Algebra</p> <p>-Theatre Arts, AVID, Technology,</p> <p>- leadership: NJHS, SLA and YS</p> <p>- Family and community outreach</p>	<p>Rigorous instruction, and differentiated content</p> <ul style="list-style-type: none"> • Leadership- Problem solving • Experience- authentic learning • Reading Instruction- Build vocabulary, parts of speech with <u>text</u> reading, <u>text</u> structures, annotated <u>text</u>, <u>text</u> features, <u>text</u> structure, make meaning from <u>text</u> • Writing reflections about themselves ‘How they see the work process, the details, the outcomes of their work, the impact, and their next actions.

STOP and THINK

- T
- H
- I
- N
- K

- Questions and Thoughts



References

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